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ABSTRACT

Designed for use in integrating career education into the high school foreign language curriculum, this curriculum guide contains nine mini-units on the following topics: seeking employment, personnel director and job applicant, writing and typing a letter, business office worker and customers, radio producer and announcer, salesperson and shoppers, tour guide, medical worker and patient, and food tester. Each unit gives the day-by-day procedure for the teacher, the title of the activity (career or careers to be role-played), objectives, suggested student grouping, time line, list of materials needed, and the procedure to be followed in presenting student activities. These are followed by student worksheets or study materials. The guide materials are designed for French language classes, and all the student materials are in French; however the material is considered applicable to other modern languages, and the English translations are given for the convenience of other language teachers. Each unit begins with a presentation of vocabulary and with discussion relative to the career being investigated. Students are asked to make a career log in which they record new vocabulary, notes from discussions, and answers to questions. (EB)

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Career Related Foreign Language Unit:

Senior High

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Roseville Area Public Schools
Career Education

Minnesota Department of Education
Pupil Personnel Services Section

1977

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FOREWORD

This CURRICULUM GUIDE was developed and field tested by staff members of the Roseville Area Schools, Roseville, Minnesota. Portions were funded by United States Office of Career Education grants.

The materials have been arranged so as to be as usable as possible for the classroom teacher. A preface or "Foreword to the Teacher" begins each guide. Following the preface comes the day-by-day procedure written from the teacher's point of view: Title of activity (what the greater part of the day will be spent on); objective(s); time line; materials needed and the procedure to be followed. This is followed by student worksheets or study materials where applicable.

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INTRODUCTION

We believe that the modern language classroom is a valuable area in which to integrate career and self-exploration activities through a variety of strategies. In the past, modern language teachers have devoted their efforts to developing supplementary materials to a standard audio-lingual approach to teaching in order to make units more palatable to students. However, we feel that the emphasis of modern language teaching needs to be shifted to the student as a thinking, feeling, developing person, making her/him the center for study and exploration. We maintain that the thrust of a modern language curriculum should be the development of a positive self-concept and interpersonal skills of the students involved, in that the study of a modern language can be a humanizing experience. Students, while discovering themselves, also gain intercultural understanding and insight into diverse ways of living and thinking.

Further, due to their language skills and increased sensitivity to other people and cultures, modern language students are exceptionally qualified for a vast number of careers. Unfortunately, however, many students who are studying a modern language are unaware of the career potentials, and consequently, are limiting their own futures. Therefore, the second emphasis of our curriculum is to acquaint students with a variety of careers, some of which involve modern languages.

The materials which we have developed have been designed to support the following student goals:

1. Students will develop a positive attitude toward themselves through an awareness of their developing values, talents and interests as they relate to work roles.
2. Students will develop decision making skills and an awareness of the results of actions and decisions.
3. Students will develop an awareness of occupational areas in terms of work roles, related life styles and potential satisfactions and dissatisfactions.

Related to these three goals, we have specified the following objectives which are referred to in instructions for the teacher at the beginning of each unit:

Using the foreign language, students will

1. develop critical and discerning attitudes about themselves and occupations.
2. experience and/or control situations in which they are responsible for making decisions
3. develop an awareness of the potential lifestyle satisfactions and dissatisfactions of specific occupations.
4. communicate a point of view, feelings and attitudes to observers.
5. acquire respect for workers and their roles/responsibilities through role playing specific occupations using equipment/realia relevant to those occupations.
6. find various resources for locating a job and become aware of the job market locally and internationally.
7. formulate and pose questions (in English) to persons from the community who are actively involved in the particular occupation studied.

This publication is an enlargement and refinement of a portion of a larger foreign language curriculum developed in 1975 in the Roseville Area Schools entitled CAREER RELATED FOREIGN LANGUAGE UNITS "From Get a Job to On the Road to Find Out," The developers were Donna R. Erickson and Donna J. Knight of Kellogg Senior High.

While this guide refers to the "French" language and includes student worksheets in French, it is applicable to courses in all modern foreign languages. For the convenience of teachers of other language, the English translation of the worksheets is included.

FORMAT OF CURRICULUM

The entire unit is divided into nine parts or mini-units written for the teacher. Included in each unit are the following:

1. Career or careers to be role-played
2. Student grouping
3. Time allotment — a lesson constitutes 40 minute class session.
4. Materials needed
5. A day to day explanation of the student activities. Each list of activities begins with a presentation of **Vocabulary** and with discussion relative to the career. The methods used for these presentations are left to the discretion of the teacher; particularly in regard to the discussion of the career, since each individual's background and experience is so varied. However, general topics could include: training and education required,

salary and benefits, leisure time, living situation, family and job satisfaction. Students should all have a **Career Log.** This is used to record new vocabulary, notes from discussions, answers to follow-up questions, etc. Teachers may also wish to introduce new grammatical concepts while working with the unit, i.e. students using the subjunctive tense in a role playing exercise.

6. Follow-up Activities & Evaluation

FOLLOW-UP ACTIVITIES & EVALUATION

A. Follow-up Activities

1. The teacher may wish to invite persons from the community into the classroom to share with students their experiences with their career(s). Frequently employees from the school district are willing to participate. This often helps students become better acquainted with them and it gives these employees an opportunity to get into the classroom.

2. Or, the teacher may suggest that students in the classroom form a panel and share their experiences with the entire class. This is particularly applicable for the Seeking Employment, Salesperson and Office Worker situations since many secondary students have had such experience.

3. Lastly, students should fill out the questionnaire on this page. This should be entered in the Career Log. After a variety of role-playing situations have been created, the student is encouraged to compare responses and eventually note trends in his reactions and perceptions.

B. Evaluation

The teacher should have an evaluation sheet for each student (see page 3). The teacher writes down notes relative to the pronunciation, grammar and vocabulary of each student as he/she participates in the role playing situations. Upon completion of the role playing the teacher assesses points according to how well prepared the student was for the activity. At the conclusion of the entire unit, or after each role playing situation if time allows, the teacher orally goes over the situation, noting errors on the sheet with each student. Students may then write down the new vocabulary, etc., in their career logs. Further evaluation is left to the discretion of the teacher.

SAMPLE QUESTIONS FOR CAREER LOG

Career _____ Role _____

These should be responded to after each career role playing situation is completed.

1. **Why might someone (perhaps you) choose this type of work (position)?**

2. **What might be some advantages and disadvantages in this job? You may want to consider training, pay, pressures, anxieties, hours, atmosphere, sense of accomplishment, etc.**

3. **Has this job been traditionally performed by men or women? What difficulties might one encounter being of the sex that has not traditionally performed this job?**

4. **What did you do in this role playing situation that was enjoyable or satisfying?**

5. **Were you uncomfortable during this role playing situation? Explain.**

ROLE	SPEAKING CORRECTIONS	POINTS
1. Seeking Employment		
2. Personnel Director		
3. Writing and Typing a Letter		
4. Business Office Worker and Customer		
5. Radio Producer and Announcer		
6. Salesperson and Shopper		
7. Tour Guide		
8. Human Services: Medical Worker and Patient		
9. Food Tester (Cheese)		

SAMPLE TEACHER EVALUATION SHEET

TITLE OF ACTIVITY:

Seeking Employment

OBJECTIVES:

1 - 6

STUDENT GROUPING:

Entire class divided into pairs

TIME ALLOTMENT:

Four class periods of 40 minutes each

MATERIALS:

Newspapers from various states or countries
Optional: Teletrainer from Northwestern Bell Telephone Company

CONTENT OF ACTIVITY:

Day I

1. Vocabulary and discussion relative to the activity: see Format of Curriculum and "Helpful Vocabulary," this page.
2. Each pair of students chooses one want ad from the newspapers available. (This want ad may be for any career. The teacher may, however, ask the students to look for careers involving the language he/she teaches.) One student in the pair should make a copy of the want ad so that each student in the pair may work with the same ad.

Day II

1. The teacher divides the class into two sections: employers and those seeking employment.
2. The employers work on one side of the classroom and prepare anticipated questions and responses to potential employees (based on want ads). The following are some examples of what the "employer" may want to think about:
   A. The responsibilities of the job.
   B. What requirements you are interested in for the employee: education, experience, personal characteristics, etc.
3. Those students seeking employment should work on the other side of the room. (There should be no discussion between employers and potential employees.) These students prepare questions and responses for a phone call to the employer, based on the want ad. The following are some examples of what the "seeking employment" student may think about:
   A. Introduction, name, where want ad was seen.
   B. What kind of information do you need on the phone before you can decide if the job interests you or not: responsibilities, hours, pay, etc.
   C. Decide to ask for an appointment or not. If you ask for an appointment, be sure to leave a phone number. Reconfirm information about appointment.

Day III

Each pair of students, one role playing the employer and the other role playing the potential employee, calls the number and asks questions in French. The teacher may wish to have the students do this in front of the class or only for her/him. The students should sit on chairs back to back and may not use notes in role playing the phone call.

Day IV

Follow-up activity and students record their reactions in their career logs, see page 2.

SEEKING EMPLOYMENT		HELPFUL VOCABULARY
un emploi	une demande	journal (aux)
un métier	une annonce	sans travail
un boulot (slang)	une demande de renseignments	un travail à mi-temps
un(e) employé(e)	gagner	un travail à plein-temps
un(e) employeur (euse)	un rendez-vous	une expérience
le Bureau de Placement	donner un rendez-vous à	bosser (slang)

employment	an inquiry/application	newspaper(s)
trade, profession, craft	an advertisement	out of work, unemployed
job, work	inquiry	part-time job
employee (masculine and femine)	to earn	full-time job
employer (masculine and femine)	meeting/interview	experience
Placement Office	set up an interview with . . .	to work (hard)

TITLE OF ACTIVITY:

Personnel Director and Job Applicant

OBJECTIVES:

6

STUDENT GROUPING:

Entire class divided into pairs

TIME ALLOTMENT:

Four class periods of 40 minutes each

MATERIALS:

Want ads

CONTENT OF ACTIVITY:

Day I

1. Review vocabulary from "Seeking Employment."
2. Discussion relative to career (see Format of Curriculum and pages 2 and 3).
3. Students may choose another want ad or use the same want ad from "Seeking Employment." Students should follow the same instructions for working in pairs.

Day II

1. Students choose either the role of being a personnel director or a job applicant. After this decision the teacher should divide the classroom into two sections with personnel directors and job applicants working separately.

2. Each student, as a personnel director, will compose a series of at least ten (10) questions which he/she intends to ask the applicant. Students should also be prepared for anticipated questions from the job applicant. They should compose these questions and responses from the want ad. Examples of these questions and responses may be:

   A. Name, address, phone, etc.
   B. Experience
   C. Education
   D. Situational questions, i.e. what would you do if. . .
   E. What do you have to offer?
   F. Why should we hire you?
   G. Have an idea of what you are looking for in an applicant, i.e. education, experience, etc.

3. Each student as job applicant must prepare a series of anticipated responses and questions for the interview. Examples of some of these responses and questions may be:

   A. What are your strengths and weaknesses?
   B. Why do you want the job?
   C. What are your qualifications?
   D. How might a personnel director find out if you are good for the job?

Day III

1. In pairs, with the class as silent judges, students role play the interview in French.

2. Those students in the audience should be recording their impressions of the applicant and their recommendations on the recording charts (see page 6).

Day IV

1. After all interviews are completed, students are given the evaluations.

2. Follow-up activity and students record their reactions in their career logs, see page 2. As part of the follow-up activity, the teacher may wish to recount her/his own experience in an interview situation for a job. The teacher may also wish to discuss what **not** to do in a job interview, i.e. clicking pen, chewing gum, fumbling with purse, crossing and uncrossing legs, twisting hair or moustache, etc.

GROUP	IMPRESSIONS EMPLOYER	IMPRESSIONS APPLICANT	RECOMMENDATIONS EMPLOYER	RECOMMENDATIONS APPLICANT
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

TITLE OF ACTIVITY:

Writing and Typing a Letter Requesting Travel Information

OBJECTIVE:

4

STUDENT GROUPING:

Entire class working on an individual basis

TIME ALLOTMENT:

Two class periods of 40 minutes each

MATERIALS:

Addresses for the Chambers of Commerce and travel bureaus of countries throughout the world which use French (see pages 8 and 9), typewriters, paper, carbon paper, envelopes and stamps.

CONTENT OF ACTIVITY:

Day I

1. Vocabulary and discussion relative to the assignment (see Format of Curriculum and sample letter below).

2. The teacher reviews the names and locations of French speaking countries of the world.

3. For the purpose of letter writing, each student chooses a country which interests her/him, perhaps a place he/she would like to visit some day (see pages 8 and 9).

Day II

1. Each student writes a letter in French to the chosen country requesting information which would be helpful for a tourist, i.e. hotels, restaurants, points of interest, transportation, etc.

2. The final copy should be typed in duplicate so that students have one copy for their career logs. The students mail their original letters.

SAMPLE LETTER

St. Paul le 12 février 1974

Mlle. on M._____

Rue

Ville État Zip

U.S.A.

Cher Monsieur,

Ayant l'intention de me rendre en France cet été, j'aimerais avoir quelques informations à propos de votre ville Caen et de la région. Je vous serais très reconnaissant si vous pouviez m'envoyer ces renseignements. Je suppose en effet qu'il doit y avoir beaucoup de choses interéssantes à visiter, et j'apprécierai toutes ces informations. Peut-être aussi pouviez-vous m'envoyer une list des hôtels, car je ne suis pas encore sûr où je resterai durant cette periode.

Dans l'attente d'une résponse de votre part, recevez cher monsieur, l'expression de mes sentiments les meilleurs.

Mme. ou M._____

SAMPLE LETTER

St. Paul, February 12, 1974

Miss, Ms., Mrs., Mr.
Name
Street
City, State

Dear Sir (etc.),

Intending to go to France this summer, I would like (to have) some information concerning the city and region of Caen. I would be very grateful (thankful) if you could send me this information. I suppose, in fact, that there must be many interesting things to visit and I would appreciate all this information. Perhaps you could also send me a list of hotels as I am not yet sure where I shall stay during this time.

I would be grateful for a prompt reply.

Sincerely,

Miss, Ms., Mr., Mrs._____

HELPFUL ADDRESSES

OFFICE NATIONAL DU TOURISME DE LA NOUVELLE CALÉDONIE
B. P. 688
Noumea, New Caledonia

DIRECTEUR DU TOURISME
B. P. 89
Cotonou, La République Populaire de Benin

MINISTÈRE DU TOURISME
B. P. 86
Fort Lamy, République Du Tchad

SYNDICAT d' INITIATIVE de SAINT PIERRE et Miquelon
B. P. 257
Saint-Pierre, and Miquelon

OFFICE du TOURISME
Casablanca, Morocco

MONACO GOVERNMENT TOURIST OFFICE
610 Fifth Avenue
New York, New York 10020

OFFICE NATIONAL du TOURISME
B. P. 1001 Gare 51, Avenue de la Gare
Luxembourg, Luxembourg

OFFICE du TOURISME de la GUADELOUPE
Place de la Victoire
Point-A-Pitre, Guadeloupe

OFFICE DÉPARTEMENTAL du TOURISME de la MARTINIQUE
Fort de France, Martinique

DÉLÉGATION GÉNÉRALE du TOURISME
B. P. 1412
Dakar, République du Sénégal

SWISS NATIONAL TOURIST OFFICE
B. P. 8023
Zurich Talacker 42, Switzerland

BELGIAN NATIONAL TOURIST OFFICE
720 Fifth Avenue
New York, New York 10019

OFFICE NATIONAL du TOURISME de la HAUTE VOLTA
B. P. 624
Ouagadougou, Republic of Upper Volta

OFFICE NATIONAL du TOURISME de la THERMALISME
Tunis, Tunisia

COMMISSARIAT GENERAL du TOURISME
B.P. 266
Youndé, Cameroun

OFFICE NATIONAL du TOURISME
B. P. 612
Niamey, République du Niger

MINISTÈRE du TOURISME
B. P. 20949
Abidjan, Republic of Ivory Coast

PHOTO — MIL
Brazzaville, People's Republique of Congo

CANADIAN GOVERNMENT OFFICE OF TOURISM
Chamber of Commerce Bldg.
15 - South 5th Street
Minneapolis, MN 55402

FRENCH GOVERNMENT TOURIST OFFICE
610 Fifth Avenue
New York, N.Y. 10020

TITLE OF ACTIVITY:

Business Office Worker and Customers

OBJECTIVES:

1 - 7

STUDENT GROUPING:

Entire class working in groups of two to four persons each

TIME ALLOTMENT:

Four class periods of 40 minutes each

MATERIALS:

Typewriters, steno pads and pencils, erasers, file cabinets, and other props as determined by the situations students choose.

CONTENT OF ACTIVITY:

Day I

Vocabulary and discussion relative to the career (see Format of Curriculum and page 10).

Day II

1. This role playing situation may be conducted in a number of ways, but the focus should be on individual student responsibility.
2. Students are divided into groups of two to four students each. Every group is responsible for setting up one particular type of business office: airline ticket office, rent-a-car, complaint department in a store, humane society, department of motor vehicles, law office. The groups are then assigned a place in the classroom where they set up and label in French the props they will be using.
3. Students should also sign up on a chart similar to the sample on page 11.

Day III

For the role playing situations, students are designated as either "office workers" or "customers." Each customer visits each office, making use of the service offered. Suggestions are as follows:

A. L ' aéroport —

with a student-made passport and credit cards at hand, the student will buy a plane ticket to a foreign city.

B. La Société Humaine —

The student will apply for and convince the office worker that he/she should have a dog. See page 10 for a list of dog names in French.

C. Voiture à Louer —

The student is in Paris and must be in Tours by evening. The student must quickly rent a car; however, the office will not accept cash or checks!

D. Permis de Conduire —

The student applies for and takes two tests for a license. One test may check vision (letters must be pronounced in French) and the other tests coordination or ability to read French road signs.

E. Reclamation —

The student must imagine himself/herself at a department store. He/She chooses her/his own complaint and proceeds.

F. Les Testaments —

The student imagines that a long lost relative has died and that he/she is trying to get in on the estate. He/she must fill out forms describing her/his relationship to the deceased. Or, the student may make up her/his own will, listing her/his valuables and to whom they will be given.

Roles are reversed midway through the class period and the procedure remains the same. The teacher should wander about the room during the role playing, using the evaluation sheet on page 3.

Day IV

Follow-up activity and students record reactions in their career logs.

HELPFUL VOCABULARY

typewriter	la machine à écrire	DES CHIENS	DES CHATS
calculator	la machine à calculer	Berger Allemand	un chaton
mimeograph	la polycopieuse	Dogue Allemand	une chatte
stencil	le stenal, la polycopie	Pekinais	chat siamois
carbon	le papier carbone	Chien de Garde	chat tigré
accounting	la comptabilité	Chien de Berger	
ledger	le grand livre	Boxer	
postage	l' affanchissement	Basset	
files	le classeur, dossier	Cocker	
transcribe	transcrire	Chien de Chasse	
dictation	la dictée	St. Bernard	
switchboard	le tableau	Epagneul	
receptionist	la réceptionniste	Doberman	
secretary	le secrétaire	Chow-Chow	
clerk/typist	le comis, employé de bureau	Dalmatien	
xerox	le xerox	Caniche	
stenographer	la sténographie	Berger belge	
dictionary	le dictionnaire	Batard	

HELPFUL VOCABULARY

DOGS	Doberman
German Sheperd	Chow Chow
German Mastiff	Dalmate – Dalmatian
Pekinese	Poodle
Watch Dog	Belgium Sheep Dog
Sheep Dog	Mongrel
Boxer	CATS
Basset	kitten
Cocker	un chat - cat (masculine), une chatte - cat (feminine)
Sporting Dog	Siamese cat
St. Bernard	striped, spotted cat
Spaniel	

OFFICE SIGN UP SHEET SAMPLE

(make on a large sheet of paper)

WORKERS	DAY 1 – Role Playings		DAY 2 – Role Playings	
	Workers	Customers	Workers	Customers
A. L' Aéroport	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
B. La Société Humaine	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
C. Voiture à Louer	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
D. Permis de Conduire	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
E. Réclamation	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4
F. Les Testaments	1	1	1	1
1	2	2	2	2
2		3		3
3		4		4

CLASS SIZE: 24

OFFICE SIGN UP SHEET SAMPLE

L'Aéroport – airport

La Société Humaine – humane society

Voiture à Louer – Rent-a-Car

Permis de Conduire – Driving license

Réclamation – Claims (Department)

Les Testaments – Last Will and Testament

TITLE OF ACTIVITY:

Radio Producer and Announcer

OBJECTIVES:

1 - 7

STUDENT GROUPING:

Entire class works individually

TIME ALLOTMENT:

Seven class periods of 40 minutes each

MATERIALS:

Cassette tapes, cassette recorders and microphones, video-tape equipment

CONTENT OF ACTIVITY:

Day I

1. Vocabulary and discussion relative to the career (see Format of Curriculum and page 13).
2. Students observe two or three weather programs from different weather forecast stations.
3. Students should use their career logs to record impressions, differences, similarities. The teacher may wish to have a discussion following the video-tape or may wish to use this information as part of the follow-up activity.

Day II

1. Review "weather packet."
2. Working in pairs, the students will read and translate a French weather report (teacher should obtain a current weather report from a French newspaper). These should be kept in the career log and checked by the teacher.

Day III

The teacher gives each student four forms of "Bulletin Meteorologique," see page 21. The teacher instructs the students to write in French weather forecasts for four totally different types of weather, one report for each form. The teacher may wish to request that two of the forms are in the present and the two of the forms are in the future tenses. The students may choose any locality they wish for the reports.

Day IV

The students should be directed to record these four weather programs on tape, using various music selections or whatever else they may choose for background effects. Pauses should be left between programs.

Day V

Students should turn in their tapes and completed weather report forms so that the teacher may grade them.

Day VI

The teacher should redistribute the tapes to the students for listening comprehension practice. Each student is given a tape of someone else in the class and four blank weather report forms. While listening to the programs, the forms should be completed.

Day VII

1. The students turn in completed forms to the teacher to be compared with the master weather form.
2. Follow-up activity and students record their reactions in their career logs, see page 2.

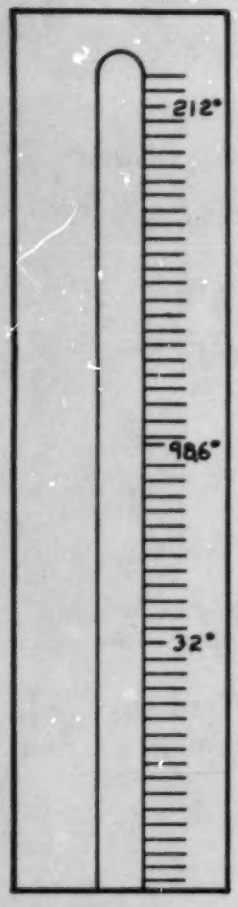
LE TEMPS

LES SAISONS:		THE SEASONS:	
l'été	(en été)	summer	(in the summer)
l'automne	(en automne)	fall	(in the fall)
l'hiver	(en hiver)	winter	(in the winter)
le printemps	(au printemps)	spring	(in the spring)

Il neige	It's snowing.
Il va neiger.	It's going to snow.
La neige fond.	The snow is melting.
La neige va fondre.	The snow is going to melt.
Il pleut.	It's raining.
Il va pleuvoir.	It's going to rain.
Il pleut à verse.	It's pouring.
Il fait beau.	It's nice out.
Il fait un temps magnifique, formidable . . .	It's wonderful out.
Il fait mauvais.	It's not a very nice day.
Il fait un temps de chien.	It's really a horrible day.
Il fait chaud.	It's warm. It's hot.
Il fait frais.	It's cool.
Il fait froid.	It's cold.
Il gèle.	It's freezing.
Il fait du soleil.	It's sunny.
Le soleil brille.	It's sunny.
Il fait du vent.	It's windy.
Le vent souffle	It's windy.
Il fait du brouillard.	It's foggy.
Il y a un brouillard épais.	There's a thick fog.

C'est ombrageux.	It's cloudy.
Il fait des éclairs et du tonnerre.	It's lightening and thundering.
C'est orageux.	It's stormy.
Nous allons avoir une orage.	We're going to have a storm.
la pluie	the rain
la neige	the snow
le froid	the cold
la chaleur	the heat
la plage, la piscine	the beach, the swimming pool.
nager	to swim
patiner	to skate
skier, faire du ski	to ski
un parapluie	an umbrella
un imperméable	a raincoat
un chache-nez	a muffler
un maillot de bain	a bathing suit
des lunettes de soleil	sunglasses
une boule de neige	a snowball
un bonhomme de neige	a snowman
un flocon de neige	a snowflake

LE THERMOMÈTRE

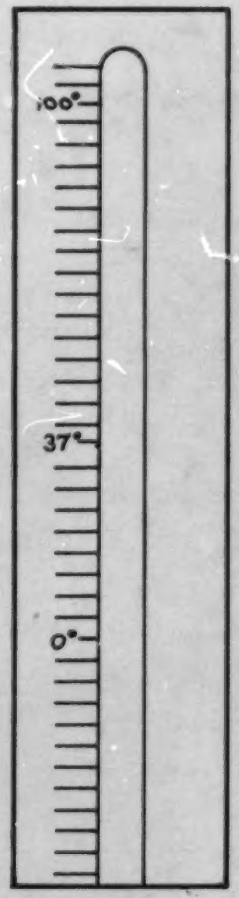


FAHRENHEIT

POINT D'E BULLITION

TEMPÉRATURE DE CORPS

POINT DE GEL



CELSIUS

$$C = \frac{F - 32}{9} \times 5$$

$$F = \frac{C}{5} \times 9 + 32$$

LE THERMOMÈTRE –

The thermometer

Point d'ébullition – Boiling point

Température de corps – Body temperature

Point de gel – Freezing point

le nuage

Ici est un nuage. Les nuages sont généralement blancs ou gris. La pluie et la neige tombent des nuages.

clair

Nous voyons ici un symbole que l'on trouve sur la carte du temps. Ce symbole, un cercle blanc, signifie que le ciel est clair. Il n'y a pas de nuage. On nomme cette condition temps clair.

il fait beau

Ici, nous voyons ¼ du cercle noir, et ¾ sont blancs. Ce symbol signifie qu'il y a quelques nuages, mais le soleil brille et le ciel est bleu. Pour cette condition il fait beau.

mi-couvert

Ici le cercle est ni noir, ni blanc. Il y a beaucoup de nuages dans le ciel. On nomme cette condition mi-couvert.

nuageux

Ici le cercle est ¾ noir et ¼ blanc. On ne voit qu'un peu de ciel. Le soleil brille a peine a travers des nuages. On nomme cette condition nuageux.

couvert

Ici le cercle est tout noir. On ne voit pas le soleil du tout, et on n'apercoit pas le ciel non plus. Il va vraisemblablement avoir de la pluie.

le nuage – the cloud

Here is a cloud. Clouds are generally white or grey. Rain and snow fall from the clouds.

clair – clear

We see here a symbol that you find on the weather map. This symbol, a white circle, signifies that the sky is clear. There are not any clouds. This condition is called clear weather.

il fait beau – It is nice out

Here, we see ¼ of the circle black and ¾ white. This symbol signifies that there are some clouds, but the sun is shining and the sky is blue. For this condition, it is nice out.

mi-couvert – semi-cloudy/overcast

Here the circle is neither black nor white. There are many clouds in the sky. This condition is called semi-cloudy/overcast.

nuageux – cloudy

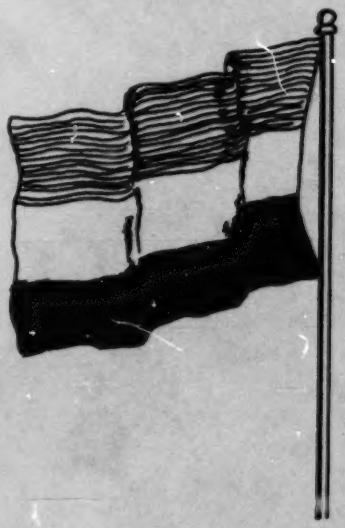
Here the circle is ¾ black and ¼ white. You only see a little sky. The sun hardly shines through the clouds. This condition is called cloudy.

couvert – cloudy/overcast

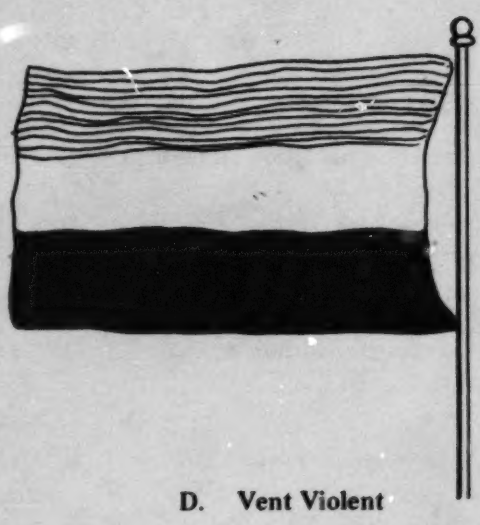
Here the circle is all black. You do not see the sun at all, and the sky is not visible either. Very likely, it is going to rain.

A. Pas de Vent

B. Vent Léger



C. Vent assez Fort



D. Vent Violent

A. Pas de vent

B. Quand il y a un peu de vent, nous parlons de "vent léger "

C. Quand il y a un peu plus de vent, nous parlons de temps venteuse. C'est agréable si on veut faire de la voile.

D. Quand il y a beaucoup de vent, nous parlons de vent violent.

LE VENT – the wind

A. Pas de vent – no wind

B. Vent léger – light wind (slightly windy)

C. Vent assez fort – sufficiently strong wind

D. Vent violent – violent (strong) wind

A. no wind

B. When there is a little wind, we speak of "light wind ,"(slightly windy).

C. When there is a little more wind, we speak of gusty weather. It is pleasant if you want to go sailing.

D. When there is a great deal of wind, we speak of violent (strong) wind.

BASSE PRESSION

Le Brouillard

La brume c'est le brouillard. Il y a du brouillard lorsque de l'air chaud rencontre de l'air froid. Quand c'est très brumeux, on ne voit pas bien. Un tel temps est mauvais pour les automobilistes. Il y a facilement des accidents dûs au brouillard si le conducteur n'est pas très attentif. Londres est connu pour son brouillard.

La Pluie

Par pareil temps, on a besoin d'un parapluie.

L'Ondée

L'Ondée est une pluie fine.

BASSE PRESSION – low pressure

Le Brouillard – fog

Mist (haze) is fog. There is fog when warm air meets cold air. When it is very foggy, it is difficult to see well. Such weather is bad for motorists. Accidents easily occur due to the fog if the driver is not attentive. London is known for its fog.

La Pluie – rain

In such weather, you need an umbrella.

L'Ondée – shower

A shower is a fine rain.

BASSE PRESSION

L'Orage

En été il y a fréquemment des orages. Un orage est une tempête avec, de la pluie, du vent, du tonnerre et des éclairs.

La Grèle

Cette image montre la grèle. La grèle est en quelque sorte la pluie qui est devenue glace. Ce n'est pas drôle d'être sous la grèle. Cela fait mal lorsqu'elle tombe sur la tête.

La Neige

En hiver, la neige tombe. C'est beau blanc. Cela fait beaucoup de joie aux enfants. Quand il neige, ils peuvent skier ou faire un bonhomme de neige.

BASSE PRESSION

L'Orage – storm

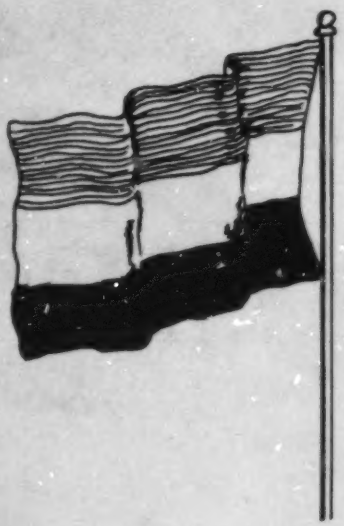
There are frequently storms in the summer. A storm is rain, wind, thunder and lightening.

La Grèle – hail

This picture shows hail. Hail is, in some ways, rain which has become ice. It is not funny to be under hail! It is painful when it falls on your head!

La Neige – snow

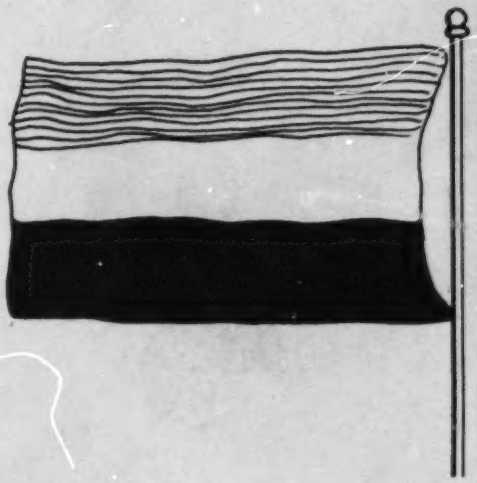
In winter, snow falls. It is beautiful white! This is the joy of children. When it snows, they can ski or make a snowman.



1._____

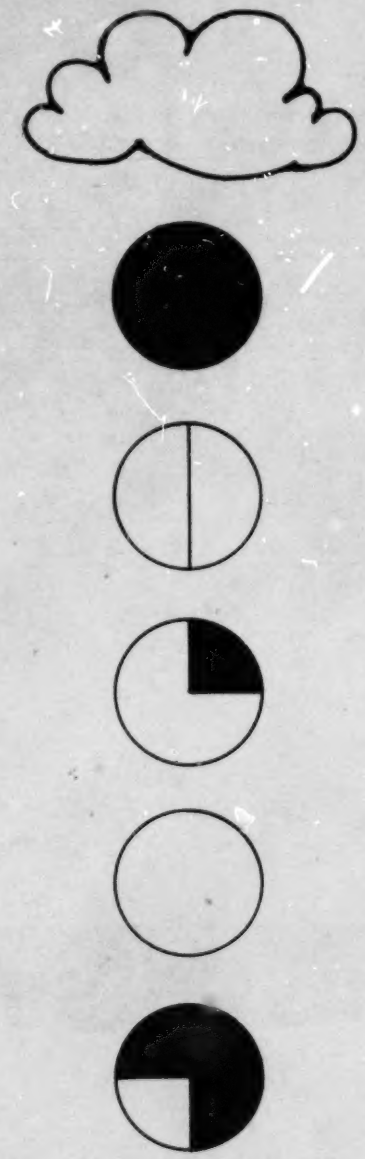
Select the correct terms from the list below and write them in the blanks.

soleil brillant	vent faible
vent froid	pas de vent
vent chaud	vent puissant
vent tiède	vent frais
vent clair	



2._____ 3._____ 4._____

soleil brillant	bright sun	vent faible	slight wind
vent froid	cold wind	pas de vent	no wind
vent chaud	warm wind	vent puissant	strong wind
vent tiede	mild wind	vent frais	cool, brisk wind
vent clair	light wind		



Travail sur la couverture nuageuse

Select the correct terms from the list below and write them in the blanks at the left.

il fait beau

le soleil brillant

la lune

clair

couvert

Venus

le nuage

Mars

Pas de vent

vent léger

nuageux

mi-couvert

forte couverture nuageuse

Travail sur la couverture nuageuse

Work on cloud cover		Mars	Mars
il fait beau	It is nice out.	Pas de vent	no wind
le soleil brillant	bright sun	vent léger	light wind
la lune	moon	nuageux	cloudy
clair	clear	mi-couvert	semi-cloudy
couvert	cloudy, overcast	fort couverture nuageuse	thick cloud cover
Venue	Venus		
le nuage	cloud		

Ville . . . . . .

BULLETIN MÉTÉOROLOGIQUE (Météo)

Heure: . . . . . Nom de programme . . . . . .

Date: . . . . . Couverture nuageuse . . . . . .

. . . . . Direction du vent . . . . . .

Genre du vent . . . . . Précipitation . . . . . .

. . . . . .

Température minimale . . . . . .Température maximale . . . . . .

. . . . . Froid . . . . . Frais . . . . . Chaud

. . . . . Modérée

Ce qu'il faut porter . . . . . .

. . . . . .

. . . . . .

City
Town . . . . . .

Weather Forecast/Program

Time/
Hour . . . . . Name of program . . . . . .

Date . . . . . Cloud cover . . . . . .

. . . . . Wind Direction . . . . . .

Type of Wind . . . . . Precipitation . . . . . .

. . . . . .

Low Minimum temperature . . . . . High Maximum temperature . . . . . .

. . . . . Cold . . . . . Fresh, cool . . . . . Warm, Hot

. . . . . Moderate

What you should wear . . . . . .
(Clothing recommendations)
. . . . . .

. . . . . .

TITLE OF ACTIVITY:

Salesperson and Shoppers

OBJECTIVES:

1 - 7

STUDENT GROUPING:

Entire class working in groups of two to four persons each

TIME ALLOTMENT:

Four class periods of 40 minutes each

MATERIALS:

Props as determined by the situations students choose, play money (in francs)

CONTENT OF ACTIVITY:

Day I

Vocabulary and discussion relative to the career (see Format of Curriculum and pages 22-23).

Day II

1. This role playing situation may be conducted in a number of ways, but the focus should be on individual student responsibility.
2. Students are divided into groups of two to four students each. Each group is responsible for setting up one particular type of store, i.e. tobacco shop, flower shop, cosmetic shop, lingerie shop, fruit market, sports shop, etc. The groups are then assigned a place in the classroom where they set up and label in French the props they will be using.
3. Students should also sign up on a chart similar to the sample on page 11.

Day III

1. For the role playing, students are designated as either "sellers" or "shoppers." The shoppers visit the stores, buying at least one item at each. Students are encouraged to purchase the product in a manner typical of the target culture, i.e. bargaining. (Students then keep a list of purchases and the price they paid, see page 24.) Roles are reversed midway through the class period and the procedure remains the same. The teacher should wander about the room during the role playing, using the evaluation sheet on page 3.

Day IV

Follow up activity and students record reactions in their career logs.

COSMÉTIQUES	
cosmetics	cosmétiques
lipstick	rouge à levres
rouge	le fard
mascara	le rimmel
eye shadow	le fard à paupiere
make-up	le maquillage
perfume	le parfum
cream	la crème
hair spray	lacque
powder	la poudre
hair blower	seche cheveux
after shave	after Shave
deodorant	déodorant
talcum powder	talc

UN BUREAU DE TABAC	
cigarette	une cigarette
cigar	un cigare
pipe	une pipe
candy	des bons bons
stamps	des timbres
newspaper	un journal

Le Monde
Le Figaro
Paris-Jour
L'Humanité
France-Soir
Le Parisien Libéré
L'Aurore

magazine	une revue
	un magazine
	L'Express
	Paris Match
	Le Canard Enchaîné
	Jours De France
	Le Nouvel Observateur
stationary	une papeterie
paperbacks	livre de poche

SOUS – VÊTEMENTS

underpants	une culotte
bra	un soutien-gorge
slip	une combinaison
panty hose	des bas
socks	le chausettes
undershirt	un gilet
boxer shorts	un slip
t-shirt	un t-shirt

UNE BOUTIQUE DE FLEURISTE

DES FLEURS

tulip	tulipe
carnation	un oeillet
lily of the valley	un muguet
marigold	un souci
dried flowers	des fleurs séchées
rose	une rose
daisy	une marquerite
gladiola	un glaieul
pansy	une tapette

DES FRUITS

apple	une pomme
orange	une orange
grapefruit	un pamplemousse
mango	un mangue
plum	une prune
apricot	un abricot
pear	une poire
raisin	raisin sec
prune	un prunneau
banana	une banane
grape	un raisin
peach	une peche

UN MAGASIN DES DISQUES

record player	un pick up
	un tourne disque
single	un 45 tours
album	un album
instruments	les instruments
guitar	une guitare
drum	un timbour

UN MAGASIN DE SPORTS

a bike	une bicyclette
	un vélo
tennis racket	une raquette
ball	un ballon
fishing pole	la canne á pêche
reel	la moulinat
net	l'épuisette
rifle	la carabine
tent	la tente
back pack	le sac à dos
thermos	la bouteille bolante
flashlight	la lampe de poche
canoe	le canot
a golf tee	le dé
golf clubs	la canne de golf
boxing gloves	les gants de boxe

SAMPLE PURCHASING RECORD SHEET

Points _____ Nom _____

La Date _____

	Le Magasin	Les Achats	Les Prix
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Total _____

_____ Francs

SAMPLE PURCHASING RECORD SHEET

Points _____ Name _____

Date _____

	The store:	Purchases	Prices
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Total _____

_____ Francs
Dollars

TITLE OF ACTIVITY:

Tour Guide

OBJECTIVES:

1 - 7

TIME ALLOTMENT:

Six class periods of 40 minutes each

MATERIALS:

Cassette tapes, cassette players, a-v catalog, slide projectors

CONTENTS OF ACTIVITY:

Day I

1. Vocabulary and discussion relative to careers (see Format of Curriculum and pages 39 and 26).
2. Students sign up for a city or area that they wish to present to the class. If time permits, the students may wish to make their own slides or movies of an area of interest in their own community.
3. Students prepare an outline of their presentation in French. The students should also inform the teacher as to what materials they will need for the presentation. The teacher may wish to encourage students to use slides or movies from family vacations.

Day II

Students should discuss their outline with the teacher. They should then begin to prepare a written script of the presentation, coordinating the slides with the commentary.

Day III

Students should have the teacher correct the rough draft of the presentation and begin finalizing the presentation.

Day IV

1. Students begin their projects, acting as tour guides, to the class.
2. Each student is given an evaluation form (see page 27) in which he/she records her/his impressions of the various tours and the tour guides.

Day V

Continue presentations to the class.

Day VI

1. Tabulate the evaluations and return to each student.
2. Follow-up activity and students record their reactions in their career logs, see page 2.

DES RÈGLES

Watch your step . . .	Attention aux marches	Smoking in back only . . .	Fumer à l'arrière de bus
No mini skirts . . .	Pas de mini jupes	No spitting . . .	Interdite de cracher
No cameras . . .	Pas d'appareils de photo	Meet bus at 5:00 . . .	Soyez à 5 h. au car
No flashcubes . . .	Pas de flash	Don't wander from group . . .	Restez en groupe
Cover your arms . . .	Couvrez vos bras	Do you have questions?	Avez-vous des questions?
Stay in line . . .	Restez en colonne	Hope you've enjoyed your tour, come again!	J'espère que vous avez eu du plaisir, Revenêz bientot!
Wait til bus comes to complete stop . . .	Attendez que le bus s'arrête		

UN GUIDE

Greeting	Bonjour mesdames mesdemoiselles et messieurs	underneath . . .	au dessous
		below . . .	sous
Welcome!	Soyez les bienvenu!	over there, there is . . .	là-bas il y a
On your right . . .	à votre droit	a ticket	un ticket
On your left . . .	à votre gauche	a tip	un pourboire
in the rear . . .	au fond	thank you	merci ——à votre service!
behind . . .	derrière (L'Eglise)	good bye	Au revoir m'sieurs 'dames
in front of you . . .	juste devant vous		
in front of . . .	devant (L'Eglise)	monument	un monument
opposite . . .	en face de (L'Eglise)	statue	une statue
straight ahead . . .	tout droit	it was built in . . .	Il était construit (e) en 1902.
on top . . .	en haut (ne prononcez pas "N")	stiff, sore neck	le torticoli (slang)

GUIDE	LE TOUR	FRANCAIS	INTÉRESSANT	IMPRESSION DU GUIDE	POURBOIRE	TOTAL
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

1 – Superbe
2 – Bonne qualité
3 – Moyenne qualité

GUIDE	THE TOUR	FRENCH	INTERESTING	IMPRESSION OF THE GUIDE	TRIP	TOTAL
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

1 – SUPERB
2 – GOOD
3 – AVERAGE

TITLE OF ACTIVITY:

Human Services: Medical Worker and Patient

OBJECTIVES:

1 - 7

STUDENT GROUPING:

Each student, working alone, prepares for both role plays

TIME ALLOTMENT:

Five class periods of 40 minutes each

MATERIALS:

Realia appropriate to the simulation (student made: see activity)

CONTENT OF ACTIVITY:

Day I

1. Vocabulary and discussion relative to the career (see Format of Curriculum and pages 29-32).
2. Present parts of the body vocabulary (see page 30).

Day II

1. Each student chooses a health problem (a broken leg, stomach ache, sore throat, car accident, dysentery, allergic reaction, high fever, dizziness and vomiting, etc.). Each student works with the vocabulary presented and prepares herself/himself as a patient.
2. Each student chooses a particular medical worker to role play (nurse, doctor, medical secretary, mid-wife, paraprofessional, etc.). Each student works with the new vocabulary and prepares herself/himself for the medical worker.

Day III

1. The teacher reviews vocabulary.
2. The teacher chooses one student to role play the medical worker the student has chosen. This person must speak French. The teacher chooses another student to role play the patient with the medical problem he/she has chosen. This student speaks English. The office scene is role played in front of the class. The medical worker must discover what the problem is through questioning and gestures. He/she must also give appropriate medical advice.

Day IV

1. Continue the role plays.
2. All students must fill out the "Chez le docteur" form (see page 32). Students who role played the patient must fill out in French what their health problem was. Students who role played the medical worker must fill out in French what they perceived the health problem to be. They must also specify what medical advice they gave. (The teacher should tell the students in advance to be prepared to do this after the role plays. The students should not use notes.)
3. The teacher may wish to grade this form.

Day V

1. Follow-up activity and students record their reactions in career logs, see page 2.

HELPFUL VOCABULARY

la figure	l'orteil (m.), le doigt de pied
la tête	le genou
les yeux, l'oeil (m.)	la cheville
les oreilles (f.)	le derrière
le nez	la lèvre
la bouche	l'épaule (f.)
le cou	le poignet
le bras	la langue
la coude	le dent
la main	le dos
la poitrine	le coeur
l'estomac	la peau
la jambe	

HELPFUL VOCABULARY

la figure – face
la tête – head
les yeux, l'oeil (m.) – eyes, eye
les oreilles (f.) – ears
le nez – nose
la bouche – mouth
le cou – neck
le bras – arm
la coude – elbow
la main – hand
la poitrine – chest
l'estomac – stomach
la jambe – leg

l'orteil (m.), le doigt de pied – toe
le genou – knee
la cheville – ankle
le derrière – behind (the)
la lèvre – lip
l'épaule (f.) – shoulder
le poignet – wrist
la langue – tongue
le dent – tooth
le dos – back
le coeur – heart
la peau – skin

CHEZ LE DOCTEUR

1. What can I do for you? Que puis-je pour vous?
   Sit down; have a chair. Asseyez-vous.
2. What seems to be the trouble? Qu'avez-vous?
   Qu'est-ce qu'il y mme/mlle?
3. Where does it hurt? Où est-ce que ca fait mal?
   De quoi suffrez-vous?
4. Have you had this problem before?
   Avez-vous déjà eu ce problème?
5. When did you start noticing it?
   Depuis quand l'avez-vous remarqué?

souffrir; souffrant
la douleur
mal de tête, j'ai mal à la tête
mal à la gorge (avoir)
mal au pied (avoir)
mal aux oreilles (avoir)
mal aux yeux (avoir)
mal au doigt (avoir)

une fièvre
la pneumonie
enroué (être)
le mal, la douleur
cela fait mal
douloureux, irritable, endolori
patient (e)
malade (m/f)

client (e)
sensible
le sang
le bandage
entortiller
l'enrouement (m)
enrouer
une allergie

AT THE DOCTOR'S OFFICE

souffrir; souffrant – to suffer, suffering

la douleur – pain

mal de tête, j'ai mal à la tête – headache, I have a headache

mal à la gorge (avoir) – sore throat

mal au pied (avoir) – foot ache (sore)

mal aux oreilles (avoir) – ear ache

mal aux yeux – sore eyes

mal au doigt – sore finger

une fièvre – fever

la pneumonie – pneumonia

enroué (être) – hoarse, to be hoarse

le mal, la douleur – pain

cela fait mal – that hurts

douloureux, irritable, endolori – painful, sensitive, tender

patient(e) – patient

malade (m/f) – sick

client (e) – patient

sensible – sensitive

le sang – blood

le bandage – bandage

entortiller – to wrap

l'enrouement (m) – hoarseness

enrouer – to make hoarse

une allergie – an allergy

saigner/je saigne	une ordonnance	la rhume, être enrhumer
la médecine, le médicament	streptocoque	la brûlure
une aiguille	l'urine	se casser la jambe, etc.
une injection	le gonflement, l'enflemment	le vertige
tousser/une toux	matières vomies (f. pl.)	guerisseur)
infirmier, infirmière	vomir	charlatan)
une blessure/blesser/blessé	le vomissement	malversation
battre; palpiter	une crise	une infection de . . .
les rayons, radiographier	guérir; la guérison	une contagion de . . .
un examen physique/médical	soigner	la chirurgie
les glandes enflées	la grippe	un stéthoscope
l'aspirine	l'influenza (f.)	

saigner/je saigne – to bleed, I'm bleeding

la médecine, le médicament – medicine

une aiguille – needle

une injection – an injection

tousser/une toux – to cough/a cough

infirmier, infirmière – nurse (masculine/feminine)

une blessure/blesser/blessé – a wound/to wound/wounded

battre; palpiter – to beat

les rayons, radiographier – to x-ray

un examen physique/médical – a physical

les glandes enflées – swollen glands

l'aspirine – aspirin

une ordonnance – a prescription

streptocoque – streptococccus – strep throat

l'urine – urine

le gonflement, l'enflemment – swelling

matières vomies (f. pl.) – vomit

vomir – to vomit

le vomissement – vomit(ing)

une crise – an attack

guérir – la guérison – to cure, heal/recovery

soigner – to care for

la grippe – flu

l'influenza (f.) – flu

la rhume, être enrhumé – cold, to have a cold

la brulure – burn

se casser la jambe etc. – to break your leg

le vertige – dizziness

guérisseur))
charlatan) "quack"

malversation – malpractice

une infection de . . . – an infection of

une contagion de . . . – a contagion/ an infection of

la chirurgie – surgery

un stéthoscope – stethoscope

CHEZ LE DOCTEUR

Nom _____ Prénom _____ La Date _____

Adresse _____

Numéro de téléphone _____ _____

Lieu d'emploi _____

Nom d'employeur/employeuse _____

Compagnie d'assurance _____

Problème medical _____

_____

_____

_____

_____

_____

_____

_____

Action prise (médicament/ordonnance, l'hôpital, un rendez-yous)

_____

Signature du travailleur médical _____

Signature du patient (e) _____

AT THE DOCTOR'S OFFICE

Name _____ First Name _____ Date _____

Address _____

Telephone Number _____

Place of employment _____

Name of employer (feminine/masculine) _____

Insurance Company _____

Medical Problem _____

_____

_____

_____

_____

_____

_____

_____

Action taken (medicine/prescription, hospital, appointment)

_____

Signature of medical worker _____

Signature of patient(s) _____

TITLE OF ACTIVITY:

Food Tester

OBJECTIVES:

1 - 7

STUDENT GROUPING:

Entire class working on an individual basis

TIME ALLOTMENT:

Two class periods of 40 minutes each

MATERIALS:

Nine to ten varieties of imported cheeses (dietary consultants at grocery stores may be helpful in determining the quantity of cheese necessary for a class), toothpicks, posters with names of cheeses written on them and pictures of the cheeses.

CONTENT OF ACTIVITY:

Day I

1. Vocabulary and discussion relative to the career (see Format of Curriculum and pages 35-36).
2. The teacher introduces to the students the names of a variety of cheeses commonly served in France. Such cheeses which represent a variety of tastes, shapes and smells include: edam, kummin, kirsch, roquefort, boursin, brie, camembert, gruyere, emmental and fromage fondue.

Day II

1. The room should be set up with different cheese stations. The individual station should include a poster of the cheese so that students can see it in its original and packaged form

(these pictures are often found in popular French magazines), and the actual cheese cut into bite size pieces.

2. With a cheese chart (see below) and toothpick in hand, students roam from station to station sampling, describing (and identifying if desired) the cheeses. Students are encouraged to use a wide variety of the adjectives in the vocabulary lesson while filling out the chart.

Day III

Follow up activity and students record reactions in their career logs.

SAMPLE CHEESE CHART

Tableau de Fromages	Apparance	Texture	goût	odeur	forme	opinion
1. Chèvres						
2. Edam						
3. Kummin						
4. Kirsch Gourmandise						
5. Roquefort ou Boursin						
6. Brie (camembert)						
7. Gruyère						
8. Emmental						
9. Fromage Fondue (grape cheese)						

Nom_____

SAMPLE CHEESE CHART

Chart of Cheeses	Appearance	Texture	Taste	Odor	Form	Opinion/ Impression
1. Chèvres						
2. Edam						
3. Kummin						
4. Kirsch Gourmandise						
5. Roquefort ou Boursin						
6. Brie (camembert)						
7. Gruyère						
8. Emmental						
9. Fromage Fondue (grape cheese)						

Name_____

HELPFUL VOCABULARY

APPARANCE

croute — mince, sèche, lisse — extérieur

Pâte couleur orange, blanc, noir, bleu, rouge, jaune

Pate s'emiette

- parsemée de petits trous
- souple
- moissisure bleuâtre
- couleur terre cuite
- striée ou quadrillé

HELPFUL VOCABULARY

APPEARANCE

Rind, Crust (encasement) — thin, dry, smooth) — exterior

Paste (bulk of cheese) color, orange, white, black, blue, red, yellow

Paste crumbles

- dotted with small holes
- supple
- bluish mold
- terra-cotta color
- striped or checked

FORMES

carrée	octogonale
triangulaire	losange
rectangulaire	rond (e)
hexagonale	plat (e)

FORM

square	octogonal
triangular	diamond shaped
rectangular	round
hexagonal	flat

GOÛT

gout assez prononcé

plein de saveur

fort	sans saveur
doux	salé (trop de sel)
pasteurisé	sucré
affiné	succulent
blanc (avec sucre)	délicieux

TASTE

fairly pronounced taste

full of flavor (zest)

strong	without flavor (zest)
sweet	salty (too much salt)
pasturized	sweet
ripened	succulent (rich)
bland (with sugar)	delicious

ODEUR

pâte légèrement adorante

il sent fort!

il a trop fermenté

bonne odeur

mauvaise odeur

agréable – désagréable

ODOR

paste lightly fragrant (odorante)

It smells strong!

It has fermented too much!

Good odor/fragrance

Bad odor/fragrance

Agreeable, (pleasing), disagreeable (unpleasant)

TEXTURE

fromage tendre

fromage coulant

croûte épaisse

fromage crémeux

fromage moelleux

mélange de fromages

TEXTURE

soft cheese

runny cheese

thick crust

creamy cheese

velvety cheese

mixture of cheeses